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Different Demotivators for Japanese Junior High and High School Learners

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Motivation has been studied throughout the field of language acquisition for the past 20 years. Demotivation has also been researched in Japan at primarily the university and high school level. To provide a deeper understanding of demotivation for Japanese junior and senior high school learners, this study explores the following three questions. (1) What are the differences between demotivators for junior high school learners and high school learners in Japan? (2) Which factors are ranked higher or lower as demotivators for junior high school learners and high school learners in Japan respectively? (3) How do the strong demotivators change over time in high school? The participants for the study were 234 first year Japanese students from two public high schools in northern Japan, and 217 freshmen from two universities in the Kanto region of Japan. 8 Students were interviewed. A 44-item questionnaire with 1-5 Likert Scale was used to explore demotivation for the learners. The results show that Nature of English is more demotivating for junior high school learners; Lesson style and Teachers are more demotivating for high school learners. Among junior high school learners, Tests, Nature of English, and Reduced self-confidence are more demotivating than other factors. Among high school learners, Reduced self-confidence, Lesson style, and Textbooks are more demotivating than other factors.

Key Words: demotivation, junior high school, high school, Japan

1 Introduction

The study of second language acquisition (SLA) is hotly debated and research areas on SLA appear to vary to a great extent. Although study of languages from linguistic points of view is of great importance, focusing on individual differences in learners who are actually learning the language is of another great importance. The study of motivation, one of the most prominent differences among individual learners, has been a target area of research and several distinguished motivational theories have been established: self-determination theory (Deci & Ryan, 1985), goal-setting theories (Locke & Latham, 1990), attribution theory (Weiner, 1992), self-worth theory (Covington, 1992), and self-efficacy theory (Bandura, 1993). World leading

SLA researchers such as Ellis (2002) and Lightbown and Spada (1999) express the importance of motivation for successful language acquisition.

Inside Japan, the Ministry of Education (2009) states that the guiding principle of Japanese English education is to develop students' basic practical communication abilities such as listening and speaking, deepening the understanding of language and culture, and fostering a positive attitude toward communication through foreign languages. However, it is unavoidable in English learning that motivation level of each learner varies and even students who first had positive feelings toward English may eventually grow to dislike English as they proceed to junior high school (Naganuma, 2007).

2 Literature Review

2.1 Definition of demotivation

While Dörnyei (2001) defined a demotivated learner as “someone who was once motivated but has lost his or her commitment/interest for some reason,” (p. 142) this concept of demovation appears to be vague.

First, demotivation should not be interpreted as the opposite of motivation but a certain aspect of motivation. In this sense, demotivation is conceptually different from the phenomenon of no motivation (Christophel and Gorham, 1995). Learners with no motivation differ from those who are demotivated, in that the former might have been motivated at first or have had no motivation from the beginning, but demotivated learners must have been motivated at one time but have seen their motivation decline at some point. Gorham and Christophel (1992) indicate that elements central to motivation differ from those of demotivation. Christophel and Gorham (1995) conclude that sources of motivation are student-owned, while those of demotivation are teacher-owned. Second, Deci and Ryan (1985) identified the concept of amotivation. By building off of Deci and Ryan’s definition (1985), Legault, et al (2006) defines amotivation as “a state in which individuals cannot perceive a relationship between their behavior and that behavior’s subsequent outcome” (p. 568). Amotivated learners cannot predict the consequences of their behavior, nor can they find the motive behind their behavior. They feel detached from their actions and will perceive their behavior as outside of their control.

Despite these distinctions, Zeynep (2008) further revised Dörnyei’s definition and describes demotivation as follows: (1) “having no more interest in,” (2) “no more motivation, vigor, energy, or commitment for,” and (3) “not having the determinants of motivation any more” (p.520). Falout and Maruyama (2004) treated any disruptive influence as a possible demotive, Despite the distinction among demotivation, no motivation, and amotivation, a number of researchers include external factors as well as internal factors as

demotivators (Sakai and Kikuchi, 2009). Demotivators in this study will follow Sakai and Kikuchi's guideline and recent studies mentioned above, and will be defined as all factors, both internal and external, which reduce or diminish learners' motivation to study. Demotivation is a phenomenon in which motivation declines due to one or several causes, which every learner experiences.

2.2 Research on demotivation

The study of demotivation first started in the U.S (Gorham & Christophel, 1992; Christophel & Gorham, 1995) in the field of instructional communication studies. In EFL context, Dörnyei (2001) spearheaded demotivation research with 50 secondary school students in Budapest. In Asia, the exploration of demotivaiton is still limited, although this decade has seen an increase in research on demotivation in Japan. Outside of Japan, Tran and Richard (2007) investigated 100 university students learning English in Vietnam. They identified 14 categories of demotivators, which were further classified into internal attributes and external attributes. Learners' awareness of the role of English and their determination to succeed appear to be critical in overcoming demotivation. Zhang (2007) focused on teachers' misbehaviors as demotivating factors and examined 695 university students from the U.S, China, Germany, and Japan. Zhang found three tendencies of teachers which contribute to demotivation. First, teachers across cultures misbehave infrequently, with only slight variations. Second, teachers across cultures engage in similar misbehavior tendencies. Third, teacher misbehaviors were associated with learning demotivators pan-culturally and within each culture. The negative correlation between teacher misbehaviors and students' motivation across the four cultures indicate teacher misbehaviors are clearly demotivators. In Japan, demotivation was researched at primarily in the university level as in Table 1.

According to Dörnyei (2001), students learning English as a foreign language generally become demotivated for nine reasons, including Teachers (Table 2). Of all, research such as Gorham and Christophel (1992), Christophel and Gorham (1995), Gorham and Millette (1995), Hasegawa (2004), Falout and Maruyama (2004), and Zhang (2007), note that demotivation is rooted in teachers' behaviors. Christophel and Gorham (1995) consider demotivation to be exclusively teacher-owned. However, as Sakai and Kikuchi (2009) and Hamada (2008) show, teachers can be a weaker demotivator and are not always a strong source of demotivation in Japan.

Table 1. Primary Studies on Japanese University Students' Demotivation in Japan from 2004-2009

Research	Participants	Methods	Demotivating factors
Arai (2004)	33 successful university English majors	Open-ended questionnaire	Teachers (46.7%) Class content (36.7%) Classmates (13.3%)
Falout and Maruyama (2004)	164 not high proficient university science majors	49-item questionnaire	The higher proficiency learners: self-confidence. The lower proficiency learners: negative attitudes towards English.
Tsuchiya (2004a, 2004b)	204 not proficient university engineering majors 253mixed proficient university English majors and International relations students	26-item questionnaire	Sense of English uselessness. Sense of incompetence. Little admiration. Inconsistent studying way. Sense of discouragement. Lack of acceptance.
Tsuchiya (2006a)	129 university freshmen	37-item questionnaire	High proficiency learners rated higher in each item.
Kikuchi and Sakai (2009)	112 motivated and proficient university freshmen	35-item questionnaire	Course books. Inadequate school facilities. Test scores. Non-communicative methods. Teacher's competence and teaching style.

Table 2. Possible Reasons for Demotivation in EFL , Based on Dörnyei (2001)

Reasons	Examples
The teacher	The teacher shouted all the time.
Inadequate school facilities	My class was too big.
Reduced self-confidence	I don't have confidence at all anymore.
Negative attitude towards the L2	I don't like the whole structure of English.
Compulsory nature of L2 study	I have no choice: I have to learn English anyway.
Interference of another foreign language being studied	English is similar to German, which gets in the way with learning sometimes.
Negative attitude towards L2 community	I don't have good feelings about countries where English is spoken.
Attitude of group members	I did not like many of my group members.
Course book	I had to use what I think was the worst text book.

Several researchers have investigated junior high or high school learners in Japan (Hasegawa, 2004; Hamada & Kito, 2008; Hamada, 2008; Sakai & Kikuchi, 2009). Hasegawa (2004) investigated 125 junior high learners aged 13-15 years old and 98 high school learners aged 16-18 years old on general attitudes towards studying English. Hasegawa found that 41 percent had positive attitudes toward English at junior high school level, while only 30 percents had the positive attitudes towards English at the high school level. Hasegawa identified that the primary reasons why junior high and high school learners do not like English are related to teachers and inadequate teacher behaviors. Demotivation is perceived primarily as teacher-owned problem in her study. However, the 6-item questionnaire of Hasegawa's (2004) study was not designed to thoroughly examine learners' demotivation.

Hamada and Kito (2008) investigated 100 high school 2nd grade students in a suburb of Japan with a 35-item questionnaire. Five demotivators were identified through factor analysis: (1) Learning environment (2) Teacher's competence and teaching style (3) Little intrinsic motivation (4) Non-communicative methods and (5) Textbooks and lessons. An interview survey with 26 students who had answered the questionnaire supported other research that indicated one of the strongest demotivating factors was teacher-related. In contrast, school facilities and surroundings were not a strong demotivator for the participants as implied in Kikuchi and Sakai (2009). Moreover, the interview survey hinted that learners started disliking English at the beginning of grammar based instruction. They appeared to have started being demotivated when they began failing to achieve high scores on tests, usually in the second grade or third grade of junior high school. Falout and Maruyama (2004) report that over a fourth of their participants of lower proficiency started hating English in the second year of junior high school.

Sakai and Kikuchi (2009) researched the largest sample to date with 656 Japanese high school students using a 35-item questionnaire. 562 students in the standard course were from four different schools. 401 were 2nd-year students and 161 were 3rd- year students. The other 94 students belonged to an international studies course. (35 were 1st-year; 32 were 2nd-year; and 27 were 3rd-year students). Sakai and Kikuchi identified five factors of demotivation: Learning content and materials, Teachers' competence and Teaching styles, Inadequate school facilities, Lack of intrinsic motivation, and Test scores. Learning contents and materials as well as Test scores were rated higher, while Inadequate school facilities were rated the least demotivating of the five. In order to examine whether demotivators change depending on learners' motivation level, Sakai and Kikuchi (2009) compared more motivated learners to less motivated learners. Analysis showed there were no group differences between Teachers' competence and teaching style or Inadequate school facilities; less motivated learners considered the other three factors, Learning

contents and materials, Lack of motivation, and Test scores, as more demotivating. Contrary to other studies, Teachers' competence and teaching styles were not considered a strong source of demotivation.

2.3 Limitations and problems

There are still some limitations to the collected data even after reviewing these studies. First, though primary demotivation factors have been identified, most studies have examined learners' state of demotivation at only one point in a student's educational career. Cohen and Dörnyei (2002) note that L2 motivation is not stable but rather in a continuous process of change. Miura (2010) investigated motivational changes from junior high to university freshmen, but it does not specifically mean demotivational changes were investigated. Second, the information on when learners' demotivation begins is still limited at best. Research so far has largely been conducted at either the university level or high school level, while little research has reported on demotivation at the junior high school level. Yamamori (2004) researched on how junior high first graders' motivation toward English would change for a year, and Hamada and Kito (2008) suggest that high school learners first experience demotivation at some point in junior high school. However, demotivation for junior high school students as a whole has yet to be explored.

This study aimed to clarify the differences between junior high school and high school learners in Japan in relation to demotivation, and to provide a deeper and better understanding of demotivation for learners of English. This study explores the following three questions. (1) What are the differences between demotivators for junior high school learners and high school learners in Japan? (2) Which factors are ranked higher or lower as demotivators for junior high school learners and high school learners in Japan respectively? (3) How do the strong demotivators change over time in high school?

3 Method

3.1 Participants

The participants for the questionnaire were 234 first year students from two public high schools in northern Japan, Tohoku region (128 Male, 93 Female, and 13 unreported), and 217 freshmen from four universities in the Kanto and Tokai regions of Japan (64 male, 132 Female, 21 unreported). To collect data of the experiences from all three years of junior high or high school, high school freshmen and university freshmen were chosen for this research. The high school freshmen came from more than 10 different junior high schools; the university freshmen came from various regions of Japan.

The English proficiency level for the two high schools is described by the average standardized rank score. One school is between 52 and 54, while

the other is between 42 and 44. The primary focus of learners at schools over 50 is to get in a university, while that of learners at schools below 45 is to start working after graduation.

The English proficiency level for the four universities is described by the average standardized rank score by Obunsha, one of the most authoritative companies that deal with entrance exams. School A ranges from 58 to 63, school B from 52 to 55, school C from 52 to 53, and school D from 45 to 47. Schools between 50 and 55 are called middle-level universities; those over 55 are called high-level universities in Japan.

Eight high school students were randomly selected for the interview. The details of eight interviewees are as follows. Student A and B like English but are reluctant to study. Student C likes English and has a high proficiency level. Student D, E, and F are not good at English and do not have positive attitudes towards English. Student G does not like English and has a low proficiency. Student H does not like or dislike English and has average proficiency skill. Students were interviewed together in the following groups: A and B; C, D, E, and F; G and H.

3.2 Materials

A 44-item questionnaire with 1-5 Likert Scale was created using the items appearing in other studies on demotivation in Japan (Hasegawa, 2004; Tsuchiya, 2004a, 2004b, 2006a, 2006b; Falout & Maruyama, 2004; Sakai & Kikuchi, 2009; Hamada & Kito, 2008; Hamada, 2008). First, eight categories were set in advance as follows. (1) Lesson style (2) Textbooks (3) Teachers (4) Lack of intrinsic motivation (5) Nature of English (6) Tests (7) Learning environment (8) Reduced self-confidence. The eight categories in this study were set in advance for the following two reasons. First, the priority of this study was to make comparisons between the two groups simpler. While a smaller number of factors was identified in some studies, this study contains eight factors to explore more specifically. Second, since potential demotivating factors were already identified by an exploratory factor analysis in other studies, borrowing the items and the demotivating factors was considered to be reliable. In order to further increase the reliability of the questionnaire, all the items were carefully examined first by the author, and checked by two high school English teachers and two high school students to determine if it contained incomprehensible words. The same questionnaire was administered in Hamada (2010) and the reliability index of 7 of the 8 exceeded more than. 80. The α level of most categories in this study exceed .78 (Table 4). Thus, the items and the categories are considered reliable. An English translation of the questionnaire is provided in Appendix.

Based on statistical analysis, the reliability of the questionnaire for the high school freshmen and for the university freshmen fell well within acceptable parameters (α=.95, α=.91, respectively).

Analysis of the quantitative data show five prominent demotivators, lesson style, nature of English, teachers, self-confidence, and textbooks. Based on this result, five questions were created to more deeply examine the featured demotivators for the interview.

(1) How is lesson style related to demotivation, when compared to junior high school?
(2) How is English related to demotivation, when compared to junior high school?
(3) How is teachers related to demotivation, when compared to junior high school?
(4) How is your self-confidence related to demotivation, when compared to junior high school?
(5) How is the text book related to demotivation, when compared to junior high school?

An additional question (How is each demotivator interrelated and is there any comment to add?) was asked to investigate the issue raised by other studies which mentioned that demotivators are interrelated.

3.3 Materials

Since the school year starts in April in Japan, the 44-item questionnaire was administered as early as possible, in April or early May. The 44-item questionnaire took learners approximately 10 minutes to complete. Then, the 8 participants for the interview were randomly selected from the first-year Japanese high school students who had answered the 44-item questionnaire. The interview was conducted and tape- recorded in March to obtain the data from the learners who completed the first year of high school.

The data were analyzed in the following manner. First, descriptive statistics were used to describe the main features of the collected data. Second, to compare and contrast the two types of learners, a two-way analysis of variance (ANOVA) with learners being a between-subjects factor and demotivating factors being a within-subject factor was employed. Third, the questionnaires of the high school first year students were analyzed by a one-way repeated measures of analysis of variance (ANOVA) to examine if there was any difference of demotivation level among the eight factors. The questionnaire for the university freshmen was analyzed in the same manner. Fourth, to assess how strongly each demotivator correlates, correlation of each demotivator was calculated for both groups. Fifth, the interviews were summarized as shown in Table 9.

4 Results

4.1 Demotivator comparison of high school freshmen and university freshmen

Table 3 shows the descriptive statistics for each item. Most of the mean scores fell below the 3 value. Five items for high school freshmen surpassed 3.00. Item 25 had the highest mean score, 3.29; item 34 scored lowest with a mean score of 1.65. Nine items for university freshmen exceeded the median number of 3. Item 16 had the highest mean score with 3.45; Item 32 had the lowest mean score with 1.46.

Table 3. Descriptive statistics for the high school and university freshmen's questionnaire response

	High school freshmen (N=234)				University Freshmen (N=217)			
	Mean	SD	Skewness	Kurtosis	Mean	SD	Skewness	Kurtosis
1	2.21	1.05	0.44	-0.83	2.53	1.25	0.32	-0.92
2	2.30	1.07	0.52	-0.40	2.89	1.33	0.04	-1.09
3	2.03	1.03	0.77	-0.13	3.24	1.34	-0.26	-1.15
4	2.02	1.09	0.82	-0.20	2.81	1.44	0.18	-1.30
5	2.14	1.12	0.81	-0.03	2.54	1.31	0.39	-1.03
6	2.53	1.11	0.25	-0.74	3.04	1.24	-0.04	-0.82
7	2.09	1.03	0.70	-0.05	2.72	1.25	0.10	-0.95
8	2.58	1.24	0.39	-0.81	2.54	1.19	0.36	-0.67
9	2.49	1.24	0.47	-0.75	2.75	1.28	0.14	-1.05
10	3.25	1.34	-0.20	-1.19	3.04	1.35	-0.07	-1.16
11	2.50	1.13	0.29	-0.54	2.95	1.25	0.05	-0.99
12	1.91	1.04	1.00	0.49	2.67	1.28	0.27	-0.95
13	2.21	1.10	0.68	-0.21	3.07	1.28	-0.15	-0.94
14	1.53	0.95	1.87	2.84	1.74	1.09	1.47	1.43
15	1.82	1.13	1.25	0.57	1.78	1.11	1.36	0.88
16	2.90	1.39	0.05	-1.23	3.45	1.31	-0.61	-0.68
17	1.87	1.06	1.18	0.83	2.05	1.25	0.95	-0.25
18	2.00	1.10	1.00	0.37	2.24	1.32	0.69	-0.71
19	2.26	1.16	0.61	-0.47	2.17	1.27	0.78	-0.44
20	2.26	1.12	0.45	-0.76	2.14	1.23	0.82	-0.32
21	2.85	1.25	0.08	-0.99	2.47	1.40	0.51	-1.00
22	2.28	1.16	0.53	-0.73	2.01	1.19	1.06	0.25
23	2.14	1.09	0.68	-0.24	1.61	0.89	1.56	2.23
24	2.69	1.30	0.17	-1.14	2.18	1.25	0.74	-0.56
25	3.29	1.33	-0.26	-1.12	2.78	1.31	0.10	-1.10
26	3.15	1.31	-0.14	-1.12	3.04	1.30	-0.15	-1.07
27	2.80	1.17	0.13	-0.68	2.97	1.21	-0.02	-0.70
28	2.98	1.31	-0.01	-1.08	2.62	1.33	0.31	-1.00
29	2.87	1.31	0.06	-1.09	2.72	1.35	0.22	-1.17
30	2.97	1.30	-0.03	-1.14	2.79	1.36	0.10	-1.22
31	2.77	1.34	0.24	-1.10	2.40	1.35	0.66	-0.76
32	1.80	1.09	1.27	0.74	1.46	0.79	1.91	3.84
33	3.05	1.30	-0.12	-1.08	2.97	1.31	0.00	-1.07
34	1.65	0.96	1.49	1.80	1.38	0.72	1.93	3.48
35	2.36	1.25	0.49	-0.86	2.02	1.17	0.91	-0.10
36	3.27	1.51	-0.25	-1.35	3.41	1.58	-0.40	-1.37
37	2.66	1.45	0.33	-1.26	3.37	1.47	-0.45	-1.18
38	1.97	1.01	0.68	-0.29	2.29	1.14	0.55	-0.40
39	2.81	1.28	0.08	-1.10	2.98	1.34	-0.11	-1.14
40	2.94	1.35	0.01	-1.25	3.03	1.32	-0.11	-1.16
41	2.87	1.33	0.12	-1.11	2.82	1.30	0.05	-1.11
42	2.60	1.23	0.36	-0.74	2.85	1.28	0.03	-1.05
43	2.47	1.20	0.47	-0.69	2.80	1.27	0.08	-1.06
44	2.66	1.27	0.31	-0.90	2.44	1.25	0.47	-0.74

Table 4
Descriptive statistics for each factor

		α	Mean	SD	Skewness	Kurtosis
Factor1						
	High school freshmen (N=234)	0.82	2.19	0.74	0.22	-0.19
	University freshmen (N=217)	0.65	2.83	0.74	-0.07	-0.51
	Total (N=451)					
Factor2						
	High school freshmen (N=234)	0.81	2.70	0.99	0.13	-0.73
	University freshmen (N=217)	0.74	2.82	0.96	0.12	-0.24
	Total (N=451)					
Factor3						
	High school freshmen (N=234)	0.85	2.03	0.81	0.98	1.08
	University freshmen (N=217)	0.78	2.43	0.80	0.47	-0.13
	Total (N=451)					
Factor4						
	High school freshmen (N=234)	0.90	2.41	1.02	0.34	-0.71
	University freshmen (N=217)	0.87	2.20	1.07	0.77	0.01
	Total (N=451)					
Factor5						
	High school freshmen (N=233)	0.85	2.82	0.99	-0.21	-0.80
	University freshmen (N=217)	0.78	2.52	0.87	0.07	-0.56
	Total (N=450)					
Factor6						
	High school freshmen (N=233)	0.93	2.90	1.19	0.03	-1.00
	University freshmen (N=217)	0.92	2.63	1.21	0.27	-0.89
	Total (N=450)					
Factor7						
	High school freshmen (N=233)	0.73	2.39	0.76	0.15	-0.50
	University freshmen (N=217)	0.61	2.44	0.71	0.97	6.51
	Total (N=450)					
Factor8						
	High school freshmen (N=233)	0.91	2.72	1.05	0.10	-0.73
	University freshmen (N=217)	0.87	2.83	0.99	-0.09	-0.75
	Total (N=450)					

Note: The standard errors of skewness for high school freshmen and university freshmen are 1.27, 1.32.

Table 4 shows the descriptive statistics for each factor. All mean scores are under 3.00. The mean score of the high school freshmen are higher for Factor 4, Factor 5, and Factor 6. The mean score of Factor 1, Factor 2, Factor 3, Factor 7, and Factor 8 are higher for the university freshmen.

To assess any differences between the demotivators for the high school freshmen and the university freshmen, a two-way ANOVA was employed. This analysis did not show a statistically significant difference for the main effect of learners ($F(1,448) = 1.07$, n.s.) but showed a statistically significant difference for the main effect of demotivators ($F(5.16, 2313.23) = 41.28$, p=.00) and the interaction effect of the learners and the demotivators ($F(5.16, 2313.23) = 24.01$, p=.00). Since the interaction effect was confirmed, eight t-tests were employed as post-hoc analysis in order to investigate whether the strength of the eight demotivators would differ between junior high and high school learners. Furthermore, two one-way repeated measures ANOVA were used to measure the mean factor scores for each group of learners. With a Bonferroni adjustment, the alpha level was set at .005 for each t-test.

Significant differences were found between the two groups for Factor 1 (Lesson style), Factor 3 (Teachers), and Factor 5 (Nature of English). No group differences were found for other factors (Textbooks, Lack of intrinsic motivation, Tests, Learning environment, and Reduced self-confidence).

4.2 Individual analysis of high school freshmen and university freshmen

For the high school freshmen, a repeated-measure one-way ANOVA showed a statistically significant difference among the eight factors (F (4.54, 1052.80) = 49.68, p = .00). A post-hoc analysis was performed by paired-sample t-tests with Bonferroni adjustments. 19 of the 28 combinations of the eight factors showed statistically significant differences (See Table 5). The more demotivating factor for the high school freshmen were Textbooks (Factor 2), Intrinsic motivation (Factor 4), Lesson style (Factor 1), and teachers (Factor 3). The other four factors were less demotivating (Figure 1).

For the university freshmen, a repeated-measures one-way ANOVA showed a significant difference among the eight factors (F (5.51, 1189.27) = 19.95, p=.00). Paired-sample t-tests were used for post-hoc analysis and showed statistically significant differences among 11 of the 28 combinations of the eight factors (See Table 6). The more demotivating factor for the university freshmen were Reduced self-confidence (Factor 8), Lesson style (Factor 1), and Textbooks (Factor 2). The least demotivating factor was Lack of intrinsic motivation (Factor 4). Compared among the other four factors (Factor 3, 4, 5, 7), a statistically significant difference was found only between Tests (Factor 6) and Lack of intrinsic motivation (Figure 2).

Table 5. A Post-hoc Analysis (Paired-sample t-tests) for High School Freshmen (N-234)

Variables	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
1. Lesson style	1.00							
2.Textbooks	10.84*	1.00						
3.Teachers	-3.27	-10.02*	1.00					
4.Lack of intrinsic motivation	3.78	-4.57	5.66*	1.00				
5.English features	11.32*	2.37*	11.19*	6.67`	1.00			
6.Tests	9.86*	3.01*	10.26*	5.90*	1.41	1.00		
7.Learning environments	4.84*	-5.23*	7.40*	-0.35*	-6.99	-6.83	1.00	
8.Reduced self-confidence	8.69*	0.46*	9.36*	4.44*	-1.95	-3.48	5.31	1.00

Note: The figures in the table show t-values. p<.00018

Table 6. A Post-hoc Analysis (Paired-sample t-tests) for University Freshmen (N=217)

Variables	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
1. Lesson style	1.00							
2.Textbooks	-0.13	1.00						
3.Teachers	-6.36*	-5.65*	1.00					
4.Lack of intrinsic motivation	-7.71*	-7.46*	-2.82	1.00				
5.English features	-4.52	-4.52	1.15	4.53	1.00			
6.Tests	-2.26	-2.49	2.19	4.83*	1.53	1.00		
7.Learning environments	-6.63*	-5.62*	0.23	3.32	-1.24	-2.25	1.00	
8.Reduced self-confidence	0.01	0.14	5.33*	8.02*	5.17*	3.20	5.66*	1.00

Note: The figures in the table show t-values. $p<.00018$

Table 7. Correlations of Demotivators for High School Freshmen (N=234)

Variables	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
1. Lesson style	1.00							
2.Textbooks	0.69	1.00						
3.Teachers	0.56	0.37	1.00					
4.Lack of intrinsic motivation	0.51	0.55	0.39	1.00				
5.English features	0.54	0.66	0.31	0.59	1.00			
6.Tests	0.43	0.55	0.23	0.38	1.53	1.00		
7.Learning environments	0.61	0.50	0.56	0.41	-1.24	0.42	1.00	
8.Reduced self-confidence	0.49	0.62	0.30	0.49	5.17*	0.78	0.51	1.00

Note. All factors are correlated significantly at the 0.01 level (2-tailed).

Table 8. Correlations of Demotivators for University School Freshmen (N=217)

Variables	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
1. Lesson style	1.00							
2.Textbooks	0.28**	1.00						
3.Teachers	0.28**	0.33**	1.00					
4.Lack of intrinsic motivation	0.155**	0.27**	0.21**	1.00				
5.English features	0.21**	0.41**	0.10 n.s.	0.45**	1.00			
6.Tests	0.14**	0.46**	0.17*	0.35**	0.51**	1.00		
7.Learning environments	0.32**	0.35**	0.36**	0.34**	0.42**	0.34**	1.00	
8.Reduced self-confidence	0.22**	0.49**	0.25**	0.37**	054**	0.65**	0.35**	1.00

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4.3 Individual analysis of high school freshmen and university freshmen

Comparing the overall correlation for the two groups, demotivators for junior high school appear to correlate more strongly. A noticeable difference is that the correlation of Factor 1 (lesson style) with other factors is stronger for junior high school learners, while that for high school learners is weaker. For both groups, Factor 6 (tests) and Factor 8 (self-confidence) correlate most strongly.

4.4 How did the learners' perception change in high school

The summary of the interview is shown in Table 9. Question 4 received the most comments, followed by Question 6, and question 3.

Table 9 Interview Results

Q1 Lesson style	Q2 Nature of English	Q3 Teacher
Irrelevant to tests	Understand but cannot output	Top-down attitude, e.g., they think they are better as a human (2)

Too many to learn besides textbooks in HS (2) Too many applications to basic rules The focus was only on a textbook in junior high	Did not learn grammar in junior high So, do not know how to study grammar in high school (2) Do not know grammar	Personality such as moody (3) They've become teachers because they are smart.(2) They say, "Study more " but I don't know how to study and I don't know what question I should ask (2) They don't understand those who do not understand.
Unnecessary explanation	It has become difficult in high school	Poor pronunciation (2)
Few chances to communicate in English	Cannot apply basic rules to practice	Comfortable and silent atmosphere to ask questions in (2) Easier to ask in junior high
Different teachers have different styles		Leave Ss who cannot follow
One way style Japanese explanation		Treat Ss as if they all understood (2)

Q4 Self-confidence	Q5 Text books	Q6 Interrelated factors and others
Too much easier in junior high but much more difficult in high school (2) Understand in lesson but fail at tests.	Same contents as junior high (In a positive way)	A new meaning of the same word appeared in high school Don't know appropriate expressions when necessary Complicated grammar especially tense
Test scores(2) Poor test scores are worse than failing to understand in lessons	Topics related to dairy life and useful in junior high (3) Hard to relate to dairy life in HS(2)	Do not understand I am not motivated to study anything (2)

Term-tests reduce self-confidence more than practice tests, mogi-shiken (3) since the sample of the practice tests is too large Peer pressure of in-house tests Failing to understand in lessons, which leads poor performance at tests Failing to understand even a little. Don't know what I don't understand. I have been a poor student, so have not had confidence Cannot believe how others gain confidence	Difficult especially vocabulary (2)	Unsuccessful achievement despite efforts, realizing my limit (2) Feeling in vain Tests do not measure everything. Memorization based learning style especially for tests (3) Interference of Japanese Changing learning styles continuously Tests seem to be the most powerful determiner of Ss' proficiency

5 Discussion

5.1 The differences of demotivators for junior school learners and high school learners

The results show that Nature of English (Factor 5) is more demotivating for junior school learners; Lesson style (Factor 1) and Teachers (Factor 3) are more demotivating for high school learners.

Although the basic principle written in the junior and senior high school curriculum guidelines, the Course of Study, share the same goals, the lesson styles used to pursue these goals differ between the two academic levels. Junior high school level lessons tend to be communication based. The PPP style (Presentation, Practice, and Production) has been the model for junior high lessons, although improvement of the Production phase is still required (Murai, 2007). Using this style, learners can have opportunities to practice target sentences or phrases and they can recognize the usefulness of English.

In high school, teachers focus on teaching Juken Eigo, English for university entrance examination. Lessons still adhere to traditional styles, which strongly demotivates learners. In detail, translation-oriented style (item 2), lack of communication activities (item 3), and examination-oriented lessons (item 4) are still mainstream under the pressure of university entrance examination. Students reveal that they did not study how to use English to communicate, and that they did not exchange opinions in English in the classroom (Kikuchi and Browne, 2009). In fact, student F complains about how

high school lessons have less communication-based activities than junior high school, and student D criticizes high school lessons for their teacher-centered style.

In this study, teachers are more demotivating for high school learners than junior high school learners. High school teachers' attitudes toward teaching appear to be an issue. Although language teachers are recommended to behave as a group leader or facilitator rather than an authoritative instructor (Dornyei, 2003), high school teachers seem to adhere to a lecture style on the assumption that their students learn everything they have taught. Here are two comments as to this issue.

"Though junior high school teachers helped us whenever we had small problems, high school teachers hardly do so. The high school lessons are like 'satellite video lesson'." (Student D)

"Teachers assume we remember everything, so I hesitate to ask a small question." (Student H).

This attitude should lead to failing to deal with individual differences. For example, the language aptitude of student G was relatively low and she was seeking for help.

Factors such as teachers' pronunciation (item 12) and different teaching styles of teachers (item 16) are more demotivating for high school learners. First, now that the national center examination focuses on the listening section, which accounts for one-fifth of the total score, students' extrinsic motivation to pay attention to English sounds must have arisen. Second, different teaching styles among teachers are rated as a strong cause of demotivation only in high school. One part of the reason can be due to curriculum differences. In junior high school, learners are required to study one subject English (Ministry of Education, 1999a), while high school curriculum has four different subjects among English; general English, writing, reading, and oral communication (Ministry of Education, 1999b). One problem can be that learners become confused with different teaching styles by different teachers, as student H revealed. Another critical issue that causes this problem can be the false idea that each skill should be taught separately. Language acquisition is developmental and teachers should teach what is teachable at the right time (Lightbown and Spada, 1999). The four skills should be integrated and treated as a whole language (Brown, 2001). Finally, the interview with the students revealed the differences of teacher attitudes. High school teachers appear to teach based on the assumption that students have acquired what has been taught, which upsets and annoys students. Student A went on to point out teachers, who are experts in each specific academic subject, often unintentionally forget the difficulties of learning the course material for the first time.

In regards to the Nature of English, junior high school learners have a negative feeling toward the sound, the organization, and the complexity of English. Components such as sound, grammar, and spelling, are new to the junior school learners who have little knowledge of English. Naturally,

becoming accustomed to and studying such new features frustrate some learners. However, after three years' worth of learning experience, learners have acclimated to those aspects. Some learners complain that they must study English without having clear goals or convincing reasons, which demotivates learners as Dörnyei (2001) pointed out.

Although the quantitative data suggest junior high school learners become demotivated more by nature of English, the interviewees' comments appear the opposite. Their main problem in high school is learning grammar and they feel grammar is quite difficult. The anecdotal evidence suggests that not having learned grammar in junior high schools has led them to confusion and failure to understand the structure of English in high school. Ever since the emergence of communicative language teaching, deliberate form-focused instruction has gradually disappeared, especially junior high school contexts. However, form-focused instruction has positive effects on especially grammar acquisition (Ellis, 2002), which should contribute learners' psychological relief under Japanese educational circumstances where grammar acquisition is still highly prioritized.

Figure 1. Demotivators for junior high school learners

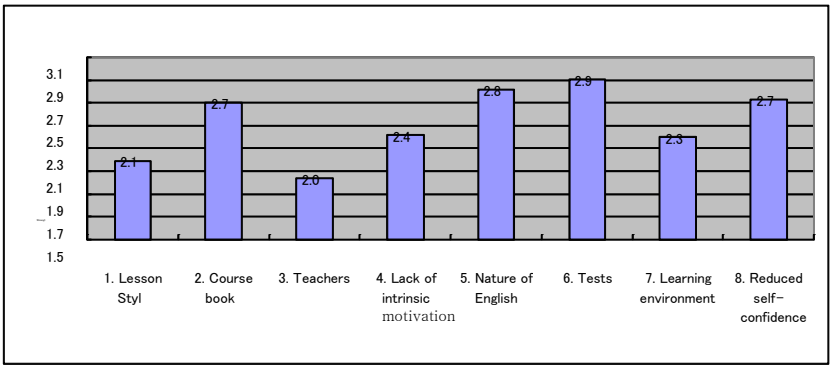
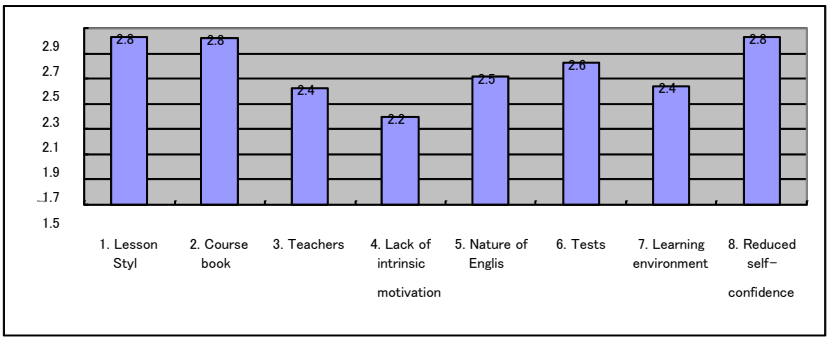


Figure 2. Demotivators for high school learners



5.2 Demotivating factors for junior high school learners and high school learners

Tests (Factor 6), Nature of English (Factor 5), Reduced self-confidence (Factor 8), and Textbooks (Factor 2) were more demotivating for junior high school learners; Reduced self-confidence (Factor 8), Lesson style (Factor 1), Textbooks (Factor 2) are more demotivating for high school learners. Contrary to past research and assumption, the data of this study suggest that weakest demotivator for junior high school learners is Teachers, while Lack of intrinsic motivation was the weakest for high school learners.

Reduced self-confidence and Textbooks were stronger demotivators for both learners. Since Japanese learners are generally described as being shy, reserved, and silent, reduced self-confidence as a stronger demotivator was predictable as was identified in other published studies (Tsuchiya, 2006a, 2006b). Correlations between the two factors are 0.62 for junior high learners and 0.49 for high school learners. As the learners' comments show, difficult vocabulary and content in the textbook makes learning more difficult, which affects learners' self-confidence.

Textbooks as a stronger demotivator for both sets of learners reflect learners' attitudes towards English language learning. Learners are not demotivated by the content or basic principle of textbooks, but by features such as long passages or difficult sentences (item 8, item 9). This implies learners are inclined to avoid effort-intensive assignments. Although these features can cause demotivation, learning lengthy and complicated sentences is essential for succeeding on university entrance examinations. After the revision of the course of study in 2013, the number of words junior high school learners are required to learn will increase from 900 to 1200 (Suken, 2009).

Although textbooks are the strong demotivator for both learners, the learners' comments imply high school textbooks are more demotivating. As has been criticized in other studies (Hamada, 2010), high school textbooks contain more unfamiliar words to their daily lives than those of junior high school as well as difficult words. According to the interviewees, applicability to their daily lives appears to be key. High school textbooks demotivate students because fewer expressions are applicable to their life than in junior high textbooks.

Self-confidence is a complicated and interrelated factor as Table 3 shows. The interview suggests students' self-confidence is deeply interrelated especially with tests. The correlation between reduced self-confidence and tests is the strongest for both groups. Learning environment, effort, poor performance, and anxiety appear to be integrated as a stronger demotivator. The disappointing feelings after receiving poor test results demotivate them more than being unable to understand lessons or English.

The psychological pressure of tests appears to be an issue. Student C

claims that tests are a strong demotivator and put pressure on students because tests seem to be the only indicator of students' performances. This misconception towards evaluation can arise from teachers' inadequate explanation about how to evaluate students. Demotivation of student E started with a failure to understand contents in lessons, which caused his poor performance at tests. Then he lost his self-confidence and became more demotivated. Student D explained that what truly demotivates him is not the absolute test score but the realization that he failed to acquire what has been taught by receiving poor test scores. Lastly noted as an interesting finding, some learners do not even initially possess confidence. Student G and H reported that they did not have confidence from the beginning and their confidence had not been reduced. In that sense, their self-confidence is not reduced.

Tests are the strongest demotivator for junior school and a strong demotivator for high school learners according to other studies. While psychological negative effects of tests indeed exist, the problem related to this issue are the poorly designed tests and the influence of university entrance examination for high school learners.

Above all, the interview reveals two issues to be investigated further. The first one is that lesson style and teachers potentially tend to be an interrelated demotivator. Second, as research has already indicated cause and effect relationship exists between tests and motivation, tests and self-confidence are also interrelated in terms of demotivation. One of the students' problems was that they could not motivate themselves. In other words, they lack self-regulation, with which learners have academic learning skills and self-control to make learning easier, being motivated (Woolfolk, 2005). They recognize that they will fail by not studying but they cannot motivate themselves to study.

The least demotivating factor for high school learners was Lack of intrinsic motivation (Factor 4). In Japan, most of the learners who attempt to go to a university are required to take an entrance examination. Learners need to study even if they are not motivated, and they regard this situation as natural. Interestingly, these results contradict self-determination motivation theory. To motivate learners intrinsically, the three desires (the need for autonomy, competence, and relatedness) should be met. If this theory applies to demotivation theory, lack of intrinsic motivation should more strongly demotivate learners. Thus, the results imply the key factors for motivation are not necessarily the primary cause of demotivation.

Lastly, the interviewees regard several factors are interrelated to demotivation. For those who have limited proficiency skills, failing to find an appropriate learning style is already demotivating. Then, their efforts become in vain, being misguided to believe that they can never achieve high level of proficiency (Student D, F).

5.3 Limitation of this study and suggestion for future research

First, although the primary purpose of this research was to identify which demotivator was ranked higher or lower, most mean scores of demotivators fall under 3.00, which is relatively weaker. However, previously conducted research had already identified those factors as demotivating and Japanese students also tend to avoid choosing extreme score such as 1 or 5 and prefer the middle number (Yamazaki and Uchida, 2005). Second, the number of the interviewees is small. 8 students were interviewed, thus, for more reliable study, the sample number must be larger. Third, this study primarily focuses on what demotivates learners and focuses less on how to prevent those phenomena. Research targeted at preventing demotivation is encouraged for the future research. Fourth, this study did not distinguish more motivated or less motivated learners, instead, contrasted the demotivators for junior high school learners and high school learners in Japan, and compared the strength of each demotivator. Examining the demotivator differences between more and less motivated learners should be an interesting topic and give more insights into demotivation.

6 Conclusion

This study investigated the differences between demotivators for junior high school learners and high school learners in Japan, and strength of each demotivator was measured for junior high and high school respectively. Since Nature of English, Lesson style, Teachers, Tests, Reduced self-confidence, and Textbooks were identified as prominent demotivators, the deep insight of these factors were investigated in the interview.

The implementation of elementary school English education throughout Japan in 2013 has been announced, and will greatly influence junior high and high school education. The primary focus is not on the acquisition of language but firming the foundation for communication skills. The learners' positive attitudes should be nurtured through experience-based activities. Raising the readiness to learn English is the most prioritized.

Demotivation research in junior high school is still in the exploratory stages and integrating the beneficial findings of motivation research with those of demotivation research will contribute to more efficient second language learning.

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APPENDIX

How much is the following statement true for you as a demotivating factor?

		Not true	Mostly not true	Neither or untrue	Somewhat true	Very true
1	The pace of the lessons was not appropriate.	1	2	3	4	5
2	Too frequently translated English into the target language	1	2	3	4	5
3	Class lacks communicative activities in the target language.	1	2	3	4	5
4	Most of the lessons were examination oriented.	1	2	3	4	5
5	A lot of textbook and workbook readings were assigned.	1	2	3	4	5
6	Most of the lessons focused on grammar.	1	2	3	4	5
7	I could not learn what I wanted to learn.	1	2	3	4	5
8	Sentences used in lessons were difficult to interpret.	1	2	3	4	5
9	Passages in the textbooks were too long.	1	2	3	4	5
10	I had difficulty in memorizing words and phrases.	1	2	3	4	5
11	Topics of the readings used during lessons were not interesting.	1	2	3	4	5
12	Teacher's pronunciation of the target language was poor.	1	2	3	4	5
13	Teachers lectured too much.	1	2	3	4	5
14	Teacher ridiculed students' mistakes.	1	2	3	4	5
15	Teachers shouted or got angry.	1	2	3	4	5
16	Teaching styles differ from teacher to teacher	1	2	3	4	5
17	Teacher showed disappointment when a student made mistakes in a class.	1	2	3	4	5
18	Teacher did not treat all students equally.	1	2	3	4	5
19	I lost interest in learning to speak the target language.	1	2	3	4	5
20	I lost my reason for studying the target language.	1	2	3	4	5
21	Realized that I do not need to be fluent.	1	2	3	4	5
22	Realized that I do not need to know the target language.	1	2	3	4	5
23	I did not like the sound of the target language.	1	2	3	4	5
24	I did not like the grammar rules of the target language.	1	2	3	4	5
25	There were too many complicated things to learn.	1	2	3	4	5
26	I can't remember grammar.	1	2	3	4	5
27	Grammar was not useful in daily life.	1	2	3	4	5
28	I could not do as well on tests as my friends.	1	2	3	4	5
29	I did bad on test despite my effort.	1	2	3	4	5
30	My test scores would not go up.	1	2	3	4	5
31	My friends' scores were higher, so I thought I was left behind.	1	2	3	4	5
32	My friends made fun of me when I made mistakes in class.	1	2	3	4	5
33	I felt inferior compared to my classmates' abilities.	1	2	3	4	5
34	I disliked my classmates.	1	2	3	4	5
35	Friends around me did not like the target language	1	2	3	4	5
36	Computer equipment was rarely used.	1	2	3	4	5
37	Visual materials (such as videos and DVDs) were not used.	1	2	3	4	5
38	The size of my language classes was not appropriate.	1	2	3	4	5
39	I lost my confidence because I did not know how to study.	1	2	3	4	5
40	I lost confidence because I felt studying the target language became difficult.	1	2	3	4	5
41	I lost confidence because I could not achieve high scores.	1	2	3	4	5
42	I lost confidence because I could not pronounce the target language well.	1	2	3	4	5
43	I lost confidence because I failed to remember words I practiced to learn.	1	2	3	4	5
44	I lost confidence because my other friends' scores were higher.	1	2	3	4	5